

CURRICULUM VITAE

Tina M. Durand, Ph.D.
Clinical Associate Professor
Department of Counseling Psychology & Applied Human Development
Wheelock College of Education & Human Development
Boston University
tdurand@bu.edu

PROFESSIONAL POSITIONS

2018-	Clinical Associate Professor Department of Counseling Psychology & Applied Human Development Boston University Wheelock College of Education & Human Development* <i>*Note: Wheelock College and Boston University merged on 6/1/18.</i>
2012-2018	Associate Professor (Tenured) Department of Psychology & Human Development Wheelock College, Boston MA
2005- 2012	Assistant Professor (Tenure-track) Department of Psychology & Human Development Wheelock College, Boston, MA
1998-2001	Early Childhood Specialist Westwood Public Schools Westwood, MA
1990-1998	Kindergarten-First Grade Teacher Brookfield Elementary School Brookfield, MA

EDUCATION

2005	Ph.D., Applied Developmental & Educational Psychology Lynch School of Education, Boston College Dissertation: <i>Child, Parent, & Ecological Factors Related to Kindergarten Success for Latino Children: A Mixed-Methods Investigation</i> Advisor: Dr. Penny Hauser-Cram
1999	Master of Education, Curriculum and Instruction/Creative Arts in Learning Lesley University, Graduate School of Arts & Sciences

Durand

1990 Bachelor of Arts, Early Childhood Education (with Honors)
Lynch School of Education, Boston College

UNIVERSITY/COLLEGE LEADERSHIP & COMMITTEE POSITIONS

2024-	<i>Program Director</i> , PhD Program Counseling Psychology & Applied Human Development
2023-	Academic Review & Promotion Committee
2021-2023	<i>Department Chair</i> Counseling Psychology & Applied Human Development, Boston University
2021-2022	<i>Chair</i> , Faculty Search Committee, Lecturer, Sport/Performance Psychology Counseling Psychology & Applied Human Development, Boston University
2020-	<i>Co-Chair</i> , Anti-Racist Curriculum Committee, Counseling Psychology & Applied Development, Boston University
2019-2021	Academic Affairs Committee (elected) Wheelock College of Education & Human Development, Boston University
2019-	Doctoral Application Review Committee, Counseling Psychology & Applied Human Development, Boston University
2018-2021	Merit Review Committee, Counseling Psychology & Applied Human Development, Boston University
2018-2020	<i>Program Director</i> , Psychology & Human Development Counseling Psychology & Applied Human Development, Boston University
2018-2020	BU-Wheelock Merger Transition Committee Wheelock College of Education & Human Development, Boston University
2015- 2018	<i>Department Chair</i> , Psychology & Human Development Wheelock College
2012- 2015	<i>Co-Chair</i> , Faculty Senate Wheelock College
2008-2018	<i>Director</i> , Wheelock College Honors Program Wheelock College
2006-2009	<i>Chair</i> , Research & Development Committee, Wheelock College

Durand

SCHOLARSHIP

Books

Durand, T. M. (2025). *Making the case for race in middle school: Supporting adolescents and teachers in critical racial consciousness and advocacy*. Rowman & Littlefield.
<https://rowman.com/ISBN/9781475858587>

Peer-Reviewed Journal Articles (student co-authors italicized)

Durand, T.M., & Blackwell, R. (2024). “The world isn’t black and white”: Adolescent youth of color reflect on school ethnic-racial climate, context, and identity in middle school. *Psychology in the Schools*. Advance online publication. <http://doi.org/10.1002/pits.23355>

Durand, T.M., Faszewski, E.E., Murphy, K.L., & Villegas-Reimers, E. (2024). “It wasn’t what I expected”: Students’ perspectives and experiences on a higher education merger. *The Journal of Higher Education*. Advance online publication. <https://doi.org/10.1080/00221546.2024.2431465>

Durand, T. M., & Blackwell, R. (2022). Dimensions of belonging and “othering” in middle school: Voices of immigrant and island-born Puerto Rican adolescents. *Journal of Education for Students Placed at Risk*. Advance online publication. <https://doi.org/10.1080/10824669.2022.2136179>

Durand, T.M. & Skubel, A. (2022). Narratives of Puerto Rican middle school students regarding school context and identity: Contradictions and possibilities. *Journal of Adolescent Research*. Advance online publication. <https://doi.org/10.1177/07435584221096446>

Kim, G. S., **Durand, T. M.**, *Shah, T. N., & Ismail, B. I.* (2021). “Putting your power on the line”: Toward embodied allyship in mentor-mentee and peer relationships. *Research in Human Development*, 18(1-2), 54-74. DOI: [10.1080/15427609.2021.1942686](https://doi.org/10.1080/15427609.2021.1942686)

Fraatz, E., & Durand, T.M. (2021). Meeting the needs of children with autism spectrum disorder and their families in hospital settings: The perspectives of certified child life specialists and nurses. *The Journal of Child Life: Psychosocial Theory and Practice*, 2(2), 2-10.

Durand, T. M., & Tavaras, C.L. (2021). Countering complacency with radical reflection: Supporting White teachers in the enactment of critical multicultural praxis. *Education & Urban Society*, 53(2), 146-162. <https://doi.org/10.1177/0013124520927680>

Durand, T. M. (2020). Overcoming stereotypes to “master our dreams”: The salience of ethnic climate and racial diversity among students of color in middle school. *Journal of Early Adolescence*, 40(8), 1029-1060.doi: [10.1177/0272431619891241](https://doi.org/10.1177/0272431619891241)

Durand, T. M., & Secakusuma, M. (2019). Negotiating the boundaries of parental school engagement: The role of social space and symbolic capital in urban teachers’ perspectives. *Teachers College Record*, 121(2), 1-40. <https://doi.org/10.1177/016146811912100205>

Durand, T. M., & Perez, N.A. (2013). Continuity and variability in the parental involvement and advocacy beliefs of Latino families of young children: Finding the potential for a collective voice. *School Community Journal*, 23(1), 49-79.

Durand

- Durand, T. M.** (2011). Latino parental involvement in kindergarten: Findings from the Early Childhood Longitudinal Study. *Hispanic Journal of Behavioral Sciences*, 33(4), 469-489.
- Durand, T. M.** (2011). Latina mothers' cultural beliefs about their children, parental roles, and education: Implications for effective and empowering home-school partnerships. *The Urban Review*, 43(2), 255-278.
- Durand, T. M.** (2010). Latina mothers' school preparation activities and their relation to children's literacy skills in kindergarten. *Journal of Latinos and Education*, 9(3), 207-222.
- Durand, T. M.** (2010). Celebrating diversity in early care and education settings: Moving beyond the margins. *Early Child Development and Care*, 180(7), 835-848.
- Hauser-Cram, P., **Durand, T. M.**, & Warfield, M.E. (2007). Early feelings about school and later academic outcomes of children with special needs living in poverty. *Early Childhood Research Quarterly*, 22(2), 161-172.
- Lucariello, J., **Durand, T. M.**, & Yarnell, L. (2007). Social versus intrapersonal ToM: Social ToM is a cognitive strength for low-and middle-SES children. *Journal of Applied Developmental Psychology* 28(4), 285-297.

Manuscripts Under Review

- Durand, T.M.**, & *Shavers, E.I.* (under review). Continuity and variability in meaning-making around ethnicity-race and identity among students of color in a historically white middle school.
- Medina, M.A., Mathews, C.J., de los Reyes, W., Singh, A., Diemer, M., & **Durand, T.M.** (revise/resubmit). Anti-racist methodological approaches to ethnic-racial identity and critical consciousness scholarship.

Manuscripts in Preparation

- Durand, T.M.**, & *Skubel, A.* White adolescents' perceptions of ethnic-racial school climate and identity: Complexity in "seeing the world differently."
- Kim, G. S., & **Durand, T.M.**, *LaChance, M R., Akiram, A., Low, N., Edouard, G., & Blahnik, D.* Uncovering tensions: Examining first-year students' perspectives on diversity at a predominantly White institution.

Book Chapters

- Durand, T. M.**, Kim, G. S., & McDonough, K. (in press). Interrogating white fragility and white backlash: History, consequences, and strategies for change. In J. L. Chin, Y. E. Garcia, A. Blume (Eds.), *The psychology of inequity* (Vol. 3: Strategies and solutions). Praeger.
- Durand, T. M.** (2018). Intersectionality as a framework for understanding school involvement and advocacy beliefs of Latina/o families of young children. In S. Sonnenschein & B.E. Sawyer (Eds.), *Academic socialization of young Black and Latino children: Building on family strengths* (pp. 141-164). NY: Springer.

Durand

- Durand, T. M.** (2015). Home-school connections with Latino families. In W. G. Scarlett (Ed.). *The SAGE encyclopedia of classroom management* (pp. 382-385). Thousand Oaks, CA: Sage Publications.
- Adelabu, D., **Durand, T. M.**, & Jenkins-Scott, J. (2010). Full-service community schools. In V. Washington & JD. Andrews (Eds.), *Children of 2020: Creating a better tomorrow* (pp. 13-18). Washington, DC: NAEYC.
- Durand, T. M.** & Lykes, M. B. (2006). Think globally, act locally: A global perspective on mobilizing adults for positive youth development. In P. L. Benson (Series Ed.) & J. Rhodes & G. Clary (Vol. Eds.), *The Search Institute series on developmentally attentive community and society: Vol 3. Mobilizing adults for positive youth development: Strategies for closing the gap between beliefs and behavior* (pp. 233-254). NY: Springer
- Lucariello, J., Le Donne, M., **Durand, T. M.**, & Yarnell, L. (2006). Social and intrapersonal theories of mind: "I interact therefore I am." In A. Antonietti, O. Liverta-Sempio, & A. Marchetti (Eds.), *Theory of mind and language in different developmental contexts* (pp. 149- 171). NY: Springer.

Public/Applied Scholarship

- Durand, T. M. (2019, September). "It's not *like* family, it *is* family": Reflections on a mentoring program for boys of color. *Phi Delta Kappan*, 101(2), 52-55. doi.org/10.1177/0031721719879156
- Durand, T.M. (2016, May). Interview with *Education Week* for article, "Home-school connections help ELLs and their families." <https://www.edweek.org/policy-politics/home-school-connections-help-ells-and-their-parents/2016/05>
- Grant, B., Styles, M., Solomon, J., & **Durand, T.M.** (2014). *Improving family engagement in school: A Collaborative partnership between Wheelock College and Boston Public Schools* (Evaluation report of the Wheelock College Aspire Institute Boston Family Engagement Partnership). Charlottesville, VA: Magnolia Consulting, LLC.
- Durand, T.M. (2013, June). Invited expert commentary, "Giving parents access to college admissions." Retrieved from <http://blog.wheelock.edu/giving-parents-access-to-college-admissions/>

Peer-Reviewed Conference Presentations (*student co-authors italicized*)

- Durand, T.M.**, *Skubel, A.*, & *Wang, P.* (2025, May). "*There's just nothing really there*": Perceptions of ethnic-racial climate and ethnic-racial identity among White adolescents. Paper to be presented at the biennial meeting of the 2025 Society for Research in Child Development, Minneapolis, MN.
- Wang, P.*, & **Durand, T.M.** (2025, April). *Leave or remain silent: A study of parents' views on social-emotional learning in Chinese schools*. Poster to be presented at the biennial meeting of the 2025 Society for Research in Child Development, Minneapolis, MN.
- Durand, T.M.** & *Skubel, A.* (2024, April). *White adolescents' perceptions of ethnic-racial school climate and identity: Complexity in "seeing the world differently."* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Durand, T.M.** & *Shavers, E.I.* (2024, April). *Meaning-making about the salience of race in middle school*

Durand

among adolescent students of color. Roundtable paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA

Faszewski, E., **Durand, T.M.**, Murphy, K., & Villegas-Reimers, E. (2024, March). *Student-centered recommendations for higher education institutions undergoing mergers*. Paper presented at the annual NASPA conference, Seattle, WA.

Durand, T.M., Skubel, A., Shavers, E.I., & Blackwell, R. (2023, April). “*The world isn’t black and white*”: *Early adolescents of color reflect on school ethnic-racial diversity*. Roundtable paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Durand, T.M., Faszewski, E., Murphy, K., & Villegas-Reimers, E. (2023, April). “*It wasn’t what I expected*”: *Students’ perspectives and experiences on a higher education merger*. Roundtable paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Faszewski, E., **Durand, T.M.**, Murphy, K., & Villegas-Reimers, E. (2023, April). *Thriving as an indicator of student and institutional success during a higher education merger*. Paper presented at the annual NASPA conference, Boston, MA.

Durand, T.M. & Blackwell, R. (2022, May). *Dimensions of belonging and “othering” in middle school: Voices of immigrant and Puerto Rican adolescents*. Poster presented at the Society for Research in Child Development Special Topic Meeting, Construction of the “Other”: Development, Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico.

Blackwell, R. & **Durand, T.M.** (2022). The impact of COVID-19 on healthcare access for the Latinx Community: A qualitative study with healthcare workers. In O. Moreno & T. Galvan (Co-Chairs), *Latinx healthcare disparities during the global pandemic*. Symposium paper at the National Latinx Psychological Association, Denver, CO, United States.

Durand, T.M. (2021, April). *Countering complacency with radical reflection: Critical multicultural praxis for White teachers*. Roundtable paper presented at the Virtual Annual Meeting of the American Educational Research Association.

Skubel, A., & **Durand, T.M.** (2021, April). “What do good teachers do? Middle school youth of color conceptualize good teaching. In A. Skubel (Chair), *Creating a culture of care: The importance of student-teacher relationships*. Paper symposium presented at the Virtual Annual Meeting of the American Educational Research Association.

Shavers, E., Shah, T., **Durand, T.M.**, & Kim, G. (February, 2021). *Self-care and community care as an act of political warfare during a double pandemic*. Paper presented at the Virtual 38th Annual Teachers’ College Winter Roundtable.

Durand, T.M., & Skubel, A. (2020, April). *Narratives of Puerto Rican middle school students regarding school context and identity: Contradictions and possibilities* [Paper session]. Annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/vyfx5w2> (Conference cancelled).

Durand, T.M. (2019, March). Immigrant students’ perceptions of school racial-ethnic climate: Variations by years of experience in U.S. schools. In **T. Durand** (Chair), *The salience of racial-ethnic climate in school for minority youth: Contributions to adolescent psychosocial outcomes*. Paper symposium

Durand

presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Durand, T. M. (2018, October). *"It's not like family, it is family": Salient aspects of an out-of-school mentoring program for early adolescent boys of color.* Poster session presented at the Society for Research in Child Development special topic meeting, Promoting Character Development Among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-of-School Time Youth Development Programs, Philadelphia, PA.

Durand, T.M. (April, 2017). *"It gives us a chance to master our dreams." Adolescents' perspectives on ethnic climate and racial diversity in middle school.* Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Durand, T.M., Kim, G. S., McDonough, K., Jones, L., Le, L., & Thomas, K. (2016, October). *Problematizing safe spaces: A conversation between college students and faculty.* Structured discussion presented at the 16th annual Diversity Challenge, Boston College, Chestnut Hill, MA.

Durand, T. M., & Evans Josselyn, T. (2016, October). *Narratives of Puerto Rican middle school boys regarding salient dimensions of school context: Contradictions and possibilities.* Poster session presented at the Society for Research in Child Development Special Topic Meeting: Babies, Boys, and Men of Color, Tampa, FL.

Durand, T. M., Hesse, P., Owusu, S., Copans, R., Costello, R., & Redman, L. (2016, February) *(Social) Media in and out of the classroom at a teachers' college: Challenge or opportunity?* Roundtable presented at the 33rd Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.

Durand, T.M. (2015, March). *Negotiating the boundaries of parental engagement and empowerment in schools: A qualitative study of urban teachers' perspectives.* Paper presented at the 2015 biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

McDonough, K., **Durand, T.M., Kim, G., & Williams, W.** (2015, October). *Embracing tensions in social justice teaching in a predominantly white institution.* Structured discussion presented at the 15th annual Diversity Challenge, Boston College, Chestnut Hill, MA.

Macdougall, A.B., & Durand, T. M. (2014, April). *Educators' perspectives on inclusion practices in public elementary school classrooms: The United States and Barbados.* Roundtable paper discussion presented at the annual meeting of the American Education Research Association, Philadelphia, PA.

Durand, T. M. (2014, April). *Engagement as process: A participatory action partnership between schools, families, and a higher education setting.* Roundtable paper discussion presented at the 17th International Roundtable on School, Family, and Community Partnerships, Philadelphia, PA.

Durand, T. M., & Yedlin, J. A. (2013, June). Mainland college students' reflections on language during service learning in Puerto Rico. In **T.M. Durand** (Chair), *Examining discourses on race and language: A critical analysis of reflective journals in service-learning courses.* Paper symposium presented at the 2013 biennial meeting of the International Society for Language Studies, San Juan, Puerto Rico.

Kim, G. S., & **Durand, T. M.** (2013, August). Uncovering tensions: Teaching diversity in a developmental course for first-years students. In G. S. Kim (Chair), *Infusing diversity into psychology curricula: Methods, resources, and challenges.* Paper symposium presented at the 2013 annual meeting of

Durand

the American Psychological Association, Honolulu, Hawaii.

Tavaras, C.T. & Durand, T.M. (2012, April). *Unexamined racial biases among white teachers: Utilizing critical multiculturalism to move from silence to empowerment*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Durand, T.M. (2011, April). Sources of continuity and variability in the parental involvement beliefs and practices of Latino families of young children. In **T.M. Durand** (Chair), *Diverse conceptions of parental involvement and advocacy among Latino families of school-aged children*. Paper symposium conducted at the 2011 biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Durand, T.M. (2011, April). *Taking families where they are: Early childhood teachers' perspectives on parental involvement at a two-way bilingual school*. Poster session presented at the 2011 biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Young, J.M., **Durand, T.M.**, & Gomez, C. (2010, June). *Promoting language and literacy skills for English language learners: Lessons learned from an intensive professional development program*. Poster symposium presented at the Head Start 10th National Research Conference, Washington, DC.

Durand, T.M. (2009, April). Finding strength within: Latina mothers' cultural beliefs about their children, parental roles, and education. In **T.M. Durand** (Chair), *Latino parents' beliefs and practices about children's education: Capitalizing on strengths in early and middle childhood*. Paper symposium conducted at the 2009 biennial meeting of the Society for Research in Child Development, Denver, CO.

Durand, T.M. (2009, April). *Kindergarten entrance age and children's achievement in literacy: Findings from the Early Childhood Longitudinal Study*. Poster session presented at the 2009 biennial meeting of the Society for Research in Child Development, Denver, CO.

Durand, T.M. (2008, March). *Latino parental involvement in the early school years: Findings from the Early Childhood Longitudinal Study*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Durand, T.M. (2007, April). Latina mothers' at-home practices and beliefs related to learning and their relation to children's kindergarten literacy skills. In M. Suizzo (Chair), *Cultural and socioeconomic variations in home-based parental involvement in young children's learning and development*. Poster symposium conducted at the 2007 biennial meeting of the Society for Research in Child Development, Boston, MA.

Durand, T.M. (2007, April). *Parental involvement and children's literacy outcomes among Latino families: Findings from the Early Childhood Longitudinal Study*. Poster session presented at the 2007 biennial meeting of the Society for Research in Child Development, Boston, MA.

Durand, T.M., & Lykes, M. B. (2006, June). Think globally, act locally: A global perspective on adult engagement with youth. In R.D. Langhout (Chair), *Redefining community psychology research with youth: Researcher and participant engagement as a paradigmatic shift*. International symposium conducted at the First International Conference on Community Psychology, San Juan, Puerto Rico.

Durand

Durand, T.M., & Hauser-Cram, P. (2006, April). *A focus on “social” preparation among Latino parents and its relation to children’s literacy skills*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Durand, T. M. (2005, June). *Resituating advocacy: Understanding low-income Latina mothers’ educational Beliefs*. Roundtable paper discussion presented at the 2005 biennial meeting of the Society for Community Research and Action, Champaign, Illinois.

Durand, T.M., Butler, A., & Lucariello, J. (2005, June). *“I know what you’re thinking”: Social ToM precedes intrapersonal ToM in young children*. Paper presented at the 2005 annual meeting of the Jean Piaget Society, Vancouver, Canada.

Durand, T.M., Yarnell, L., & Lucariello, J. (2005, April). *“I interact, therefore I am”: Developmental Primacy of social theory of mind*. Poster session presented at the 2005 biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Durand, T.M., & Lucariello, J. (2004, April). *The measurement of independent and interdependent self-concept in third grade children*. Roundtable paper discussion presented at the annual meeting of the American Education Research Association, San Diego, CA.

Lucariello, J., **Durand, T.M.**, Tatelman, T., & Yarnell, L. (2004, April). *Low-income children’s cognitive capital: Strength in social critical thinking*. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Durand, T.M., & Lucariello, J. (2003, October). *Whose mind is it anyway? Social and Intrapersonal theories of mind*. Poster session presented at the biennial meeting of the Cognitive Development Society, Park City, Utah.

ORGANIZATIONAL LEADERSHIP AT PROFESSIONAL CONFERENCES/MEETINGS

2025 Symposium Organizer and Chair. *Developmental salience of racial, ethnic, and critical consciousness among youth: Implications for educators and schools*, biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

2025 Roundtable Chair, *Undoing the harm: Race, representation, and repair across schooling contexts*, annual meeting of the American Educational Research Association, Denver, CO.

2023 Discussant, *Affirming Black girls in K-12 settings through intersectional analyses*, paper session at the annual meeting of the American Educational Research Association, Chicago, IL.

2022 Discussant, *Let’s ban it: Navigating polarizing political climates and race critically*, paper session at the annual meeting of the American Educational Research Association, San Diego, CA.

2022 Discussant, *Urban perspectives and empirical data*, paper session at the annual meeting of the American Educational Research Association, San Diego, CA.

2022 Roundtable Chair, *Civic engagement and corridors of struggle and meaning across domains*, annual meeting of the American Educational Research Association, San Diego, CA.

2021 Paper Session Chair, *Accepting educational responsibility for equitable outcomes*, virtual annual

Durand

meeting of the American Educational Research Association.

- 2020 Paper Session Chair, *Mujerista politics at the borderlands: Embodied epistemologies and praxis*, annual meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled).
- 2019 Symposium Organizer & Chair, *The salience of racial-ethnic climate in school for minority youth: Contributions to adolescent psychosocial outcomes*, biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- 2016 Roundtable Chair, *Urban learning, teaching, and research*, annual meeting of the American Educational Research Association, Washington, DC.
- 2011 Symposium Organizer & Chair, *Diverse conceptions of parental involvement and advocacy among Latino families of school-aged children*, biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- 2009 Symposium Organizer & Chair, *Latino parents' beliefs and practices about children's education: Capitalizing on strengths in early and middle childhood*, biennial meeting of the Society for Research in Child Development, Denver, CO.
- 2007 Discussant & Symposium Chair, *Ensuring and documenting positive youth development*, Beyond Valuing Diversity: Equity and Social Justice for Children and Youth in Multicultural Societies Conference, Whittier, CA.

KEYNOTE ADDRESSES AND INVITED PRESENTATIONS

- 2021 Marsico, C., Ortega, L., Robinson, T., Kim, G.S., **Durand, T.M.**, & Rodriguez, W. *Antiracism in academia: Tools for dismantling White supremacy in institutional settings*. Invited panel presentation at the Virtual Annual Meeting of the American Educational Research Association.
- 2017 Durand, T.M. *Building bridges between home and school*. Keynote address for the Aspire Institute Family Engagement Summit, Wheelock College.
- 2017 Durand, T.M., Kim, G., Phillips, D., Chong, M., & Mata-Bueso, F. *Complicating safe spaces: A community conversation*. Community Presentation, WheeBuild Community Day.
- 2016 Durand, T.M. *"I'm a human being, so what's the difference?" Tensions in the construct of ethnic identity among Puerto Rican early adolescents*. Community Presentation, Center for Scholarship & Research Speaker Series, Wheelock College.
- 2010 Durand, T.M. *Cultural beliefs and practices regarding education and learning among Latino families of young children*. Invited presentation for the Raphael Hernández School Site Council, Roxbury, MA.
- 2010 Durand, T.M. *Diverse conceptions of parental involvement at a two-way bilingual school: Parent and teacher perspectives*. Gordon Marshall Fellow Research Presentation, Wheelock College.
- 2007 Durand, T.M. *Celebrating diversity in early care and education settings: Moving beyond the margins*. Keynote address for the 9th Annual Upper Cape Early Childhood Conference, Bourne, MA.

Durand

2007 Durand, T.M. *Baby Einstein to baby Mozart: Building better brains?* Invited talk for 9th Annual Upper Cape Early Childhood Conference, Bourne, MA.

INTERNAL GRANTS, RESEARCH FELLOWSHIPS, AND SCHOLARSHIP AWARDS

- 2024 *Learning About "Me" Through "We": Diversity, Identity, and Teacher Perspectives on Students' School Adjustment* (Co-PI). Large Grant Award. Boston University Wheelock College of Education & Human Development (\$20,000).
- 2020 *Inside the School Walls: The Salience of School Context for Adolescents in Middle School.* Gordon L. Marshall Research Fellowship, Boston University Wheelock College of Education & Human Development (PI) (\$12,000)
- 2016-17 *Adolescents' Perspectives on Ethnic Climate and Racial Diversity in Middle School.* Wheelock College (\$3,000)
- 2014-15 *Negotiating the Boundaries of Parental Engagement and Empowerment in Schools: A Qualitative Study of Urban Teachers' Perspectives.* Wheelock College (\$3000)
- 2013-14 *Engagement as Process: A Participatory Action Partnership between Schools, Families, and a Higher Education Setting.* Wheelock College (\$3000)
- 2012-13 *Examining Correlates of Success for Latino Children and Youth within the Context of School.* Wheelock College (\$3000)
- 2011-12 *Positive School Contexts and Outcomes for Latino Youth.* Wheelock College (\$3,000)
- 2010-11 *Diverse Conceptions of Parental Involvement.* Wheelock College (\$3,000)
- 2009-10 *Cultural Beliefs and Practices Regarding Education and Learning Among Puerto Rican Families of Young Children in Boston.* Gordon L. Marshall Research Fellowship, Wheelock College (PI) (\$12,000).
- 2009-10 *Educational Beliefs and Parental Involvement Practices of Puerto Rican Families at a Two-Way Bilingual School.* Wheelock College (\$3,000)
- 2008-09 *Finding Strength Within: Latina Mothers' Cultural Beliefs About Their Children, Parental Roles, and Education.* Wheelock College (\$3,000)
- 2008-09 *The Wheelock College Summer Bridge Program: Evaluation.* Wheelock College (\$3,000)
- 2007-08 *Parental Involvement and Children's Literacy Outcomes Among Latino Families: Findings from the Early Childhood Longitudinal Study.* Wheelock College (\$3,000)
- 2006-07 *Ecological Factors Associated with Latino Children's Early School Achievement.* Wheelock College (\$3,000)

HONORS & RECOGNITIONS

2024- Finalist, Boston University Metcalf Award for Teaching

Durand

- 2024- Nomination (under review)
Society for Research in Child Development (SRCD) Ethnic & Racial Issues Committee
- 2022-2023 Affiliate Faculty, Boston University Center for Antiracist Research
- 2020 Boston University Undergraduate Academic Advising Award Nomination, Boston University Wheelock College of Education & Human Development
- 2019 Certificate of Appreciation, Boston University Athletics
Recognition at BU Women's Soccer Appreciation Event by student (Anne Marie Jaworski)
- 2012 Cynthia Longfellow Distinguished Teaching Award Recipient, Wheelock College
- 2011 Cynthia Longfellow Distinguished Teaching Award Nomination, Wheelock College
- 2009 Cynthia Longfellow Distinguished Teaching Award Nomination, Wheelock College
- 2014 Presidential International Service-Learning Award, *Cross-Cultural Service Learning in Puerto Rico*.
- 2012 Presidential International Service-Learning Award, *Cross-Cultural Service Learning in Puerto Rico*.

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Professional Memberships

- 2023- American Psychological Association (APA)
Division 7: Developmental Psychology
Division 45: Society for the Psychological Study of Culture, Ethnicity, & Race
- 2014-2018 International Network of Scholars (INET)
- 2004- American Educational Research Association (AERA)
Division G: Social Context of Education; 2004-
SIG 27: Critical Examination of Race, Ethnicity, Class, & Gender in Education;
2015-
SIG 43: Family, School, & Community Partnerships (2009-2015)
- 2002- Society for Research in Child Development (SRCD)
Latinx Caucus Member, 2003-

Editorial

Guest Editor, Research Topic

- 2024- Durand, T.M., & Dlamini, S. Critical racial consciousness among diverse youth: Global perspectives and educational possibilities. *Frontiers in Education* [open access].

Durand

<https://www.frontiersin.org/researchtopic/67052>

Editorial Review Boards

2021-	<i>Journal of Education</i>
2020-	<i>Education & Urban Society</i>
2013-	<i>School Community Journal</i>
2013-16	<i>Wheelock International Journal of Children, Families, and Social Change</i>

Ad Hoc Reviewing

Journal of Early Adolescence
Teachers College Record
The Elementary School Journal
Anxiety, Stress, & Coping
Early Child Development and Care
Journal of Latinos and Education

Invited Textbook Reviewing/Editing

2012	<i>John Wiley & Sons</i> Travers, Hauser Cram, Nugent, & Thies, <i>Development of children and adolescents</i>
2011	<i>Worth Publishers</i> Lightfoot, Cole, & Cole, <i>The development of children</i> , 7 th edition
2010	<i>Worth Publishers</i> Lightfoot, Cole, & Cole, <i>The development of children</i> , 6 th edition

Academic Review Panels

2024	Society for Research in Child Development, 2025 Biennial Meeting Program, Panel 17: <i>Race, Ethnicity, Culture, Context.</i>
2024	American Educational Research Association, 2024 Annual Meeting <i>SIG 27: Critical Examination of Race, Ethnicity, Class, and Gender in Education</i>
2023	American Educational Research Association, 2024 Annual Meeting <i>Division G- Social Context of Education: Section I- Education and Place, Space, and Time</i>
2023	American Educational Research Association, 2024 Annual Meeting <i>SIG 27: Critical Examination of Race, Ethnicity, Class, and Gender in Education</i>
2022	Society for Research in Child Development, 2023 Biennial Meeting Program, Panel 17: <i>Race, Ethnicity, Culture, Context.</i>

Durand

- 2022 American Educational Research Association, 2023 Annual Meeting
Division G- Social Context of Education: Section 2- Differences and Intersectionalities
- 2021 American Educational Research Association, 2022 Annual Meeting
SIG 27: Critical Examination of Race, Ethnicity, Class, and Gender in Education
- 2020 Society for Research in Child Development, 2021 Biennial Meeting Program, Panel 17: *Race, Ethnicity, Culture, Context*
- 2020 American Educational Research Association, 2021 Annual Meeting
Division G: Social Context of Education
SIG 27: Critical Examination of Race, Ethnicity, Class, and Gender in Education
SIG 147: Urban Learning, Teaching, and Research
- 2019 American Educational Research Association, 2020 Annual Meeting, *SIG 46- Hispanic Research Issues.*
- 2018 Society for Research in Child Development, 2019 Biennial Meeting Program, Panel 17: *Race, Ethnicity, Culture, Context.*
- 2017 American Educational Research Association, 2018 Annual Meeting, *SIG 43- Family, School, and Community Partnerships.*
- 2017 American Educational Research Association, 2018 Annual Meeting, *SIG 147-Urban Learning, Teaching, and Research.*
- 2016 American Educational Research Association, 2017 Annual Meeting, *SIG 43- Family, School, and Community Partnerships*
- 2014 Society for Research in Child Development, 2015 Biennial Meeting Program, Panel 12: *Parenting and Parent-Child Relationships.*
- 2012 Society for Research in Child Development, 2013 Biennial Meeting Program, Panel 29: *Ethnicity, Race, & Culture.*
- 2010 Society for Research in Child Development, 2011 Biennial Meeting Program, Panel 26: *Gender & Ethnicity.*

External Promotion Review

- 2024 External Review for Candidate Promotion to Clinical Associate Professor, University of Florida

National Data Training Seminars (National Center for Education Statistics)

- 2013 Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Database Training Seminar, 2013 Meeting of the Society of Research in Child Development, Seattle, Washington.
- 2006 Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Database Training Seminar (selected for participation), Washington DC.

UNIVERSITY/COLLEGE TEACHING

Courses Taught

Boston University, Wheelock College of Education & Human Development

SED CE 809: History & Systems of Psychology (Doctoral)
 SED CE 705: Lifespan Development (Graduate)
 SED HD 510: Positive Youth Development (Graduate)
 SED HDF 501: Lifespan Development-I (Graduate)
 SED DS 502: Adolescent Development (Graduate)
 SED HD 330: The Psychology of Race (Undergraduate; BU HUB course)
 SED CE 342: Anti-Oppressive Practice: Education & Applied Psychology (Undergraduate; BU HUB course)
 SED EC 305/605: Early Childhood Development & Education (Undergraduate/Graduate)

Courses Taught

Wheelock College

HDP 130/131 Human Growth & Development (*Honors*- Undergraduate)
 HON 350 Research Methods Across the Disciplines (*Honors*- Undergraduate)
 HDP 330 The Psychology of Race (Undergraduate)
 PRO 260 Puerto Rico Cross-Cultural Inquiry (Undergraduate/Graduate)
 HDP 274 Research Methods (Undergraduate)
 HDF 727 Research Methods (Graduate)
 HDP 358 Cross-Cultural Perspectives in Child Care (Undergraduate)
 HDF 504 Child Development- The Early Years (Graduate)
 HDP 366 Adolescent Development (Undergraduate)
 HDF 501 Lifespan Development-I (Graduate)

STUDENT MENTORING & ADVISING

Current Doctoral Mentorship

2024- Pei Wang (Primary Mentor/Advisor)

Doctoral Dissertation Committees

2023-2024 Ronnie Blackwell (Second Reader)
 Dissertation Title: *Examining Barriers to Healthcare Access for the Immigrant Latinx/é Community: A Mixed Methods Study*

2023-2024 Efe Shavers (Second Reader)
 Dissertation Title: *"No one Worked Harder than Us METCO Kids": The Impact of the METCO Program on the Life Outcomes of Black Students*

2022-2023 Anna Skubel (Chair; First Reader)

Durand

Dissertation Title: *In a Place Where We Belong: Examining the Role of Ethnic-Racial Identity and School Belonging on Academic Self-perceptions for Students of Color*

2022-2023 Christine Marsico (Fourth Reader)

Dissertation Title: *Critical Consciousness Development among White Adolescents: Associations with Mental Health, Socialization Factors, and Bystander Behaviors*

Doctoral Qualifying Task Committees

2025 Nina Ye (Second Reader, Oral Applied Practice Task)

2024 Adine DeLeon (Second Reader; Empirical Research Paper)

2024 Deyja Enriquez (Third Reader; Oral Clinical Qualifying Task)

2022 Efe Shavers (Second Reader, Oral Applied Practice Task)

2022 Efe Shavers (Second Reader, Empirical Research Paper)

2022 Ronnie Blackwell (Second Reader, Oral Clinical Qualifying Task)

2022 Ronnie Blackwell (Second Reader, Empirical Research Paper)

2022 Hannah Puttre (Second Reader; Empirical Research Paper)

2022 Tanvi Shah (Third Reader [substitute], Oral Clinical Qualifying Task)

2021 Sona Kumar (Second Reader; Oral Applied Practice Task)

2021 Anna Skubel (First Reader, Oral Applied Practice Task)

2021 Ronnie Blackwell (Second Reader, Literature Review Qualifying Task)

2020 Anna Skubel (First Reader, Empirical Research Paper)

2020 Efe Shavers (Second Reader, Literature Review Qualifying Task)

2020 Gary DeYoung (Third Reader, Oral Course Development Qualifying Task Presentation)

2019 Anna Skubel (Second Reader, Literature Review Qualifying Task)

Graduate Research Projects/Independent Study Advisor

2022 Efe Shavers (HD 900 [4 cr]- Independent Study/METCO program manuscript preparation)

2021 Olivia Wyatt (LC 900 [2 cr] - Independent Study/Adolescent Development case conceptualization)

2020 Anna Skubel (HD 900 [4 cr]- Independent Study/Literature Review, manuscript submission)

Undergraduate Research Projects/Directed Study Advisor

2021-2022

Tajah Ryder (Directed Study; 4 cr)

Karen Malpica Cabrera (Directed Study; 3 cr)

2019-2020

Alicia Hubbard (Directed Study; 4 cr)

Hanna Gootee (Directed Study; 4 cr)

Kennedy Morrow (Directed Study; 2 credits; 2 cr)

Durand

2018-2019

Emily Fraatz (Directed Study; 4 cr); successful article publication

Fall, 2018

Emma Wilson (Directed Study; 3 cr)

UNIVERSITY TASK FORCES (Boston University)

2019-2020

Undergraduate Planning Committee

Wheelock College of Education & Human Development

2018-2019

Undergraduate Program Task Force

Wheelock College of Education & Human Development